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USAID Quality Reading Project (QRP) - Kyrgyzstan Quarterly Report

October – December 2015



January 2016

A partnership with:

American Institutes for Research and Save the Children

Contract No.: AID-176-C-13-00001-00

USAID Quality Reading Project (QRP) – Kyrgyz Republic
Quarterly Report
October – December 2015

Submitted by:

American Institute for Research

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The author's views expressed in this document do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

DEC Submission Requirements

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E.	Author's Name	Barbara Greenwood, Chief of Party Kathryn Fleming, Deputy Chief of Party Jerome Mindes, Project Manager
F.	Contractor's Name	American Institutes for Research 1000 Thomas Jefferson Street, NW Washington, DC 20007 Telephone: 202-403-5384 Contact: jmindes@air.org; bgreenwood@air.org
G.	Sponsoring USAID Operating Unit and COR/AOR	Health and Education Office USAID Central Asia Amy von Keyserling Scott, Ph.D. Inna Kirilyuk
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Acronyms

AIR	American Institutes for Research
COP	Chief of Party
DCOP	Deputy Chief of Party
DED	District Education Department
EGRA	Early Grade Reading Assessment
GGPAS	Good Governance and Public Administration Strengthening Program
GPE	Global Partnership for Education
HMU	Head of Methodology Unit
IED	Institute for Educational Development
KAE	Kyrgyz Academy of Education
KR	Kyrgyz Republic
MOES	Ministry of Education and Science
MOU	Memorandum of Understanding
M&E	Monitoring and Evaluation
NSTR	National Steering Committee on Reading
NTC	National Testing Center
QRP	Quality Reading Project
SC	Save the Children
TJ	Tajikistan
TOT	Training of Trainers
RTTI	Regional Teacher Training Institute
USAID	United States Agency for International Development
VAT	Value Added Tax

I. Activity Summary

Lead Implementing Partner	American Institutes for Research (AIR)
Other Implementing Partners	Save the Children (SC)
Activity Name	USAID/Quality Reading Project (QRP)
Activity Objective	The primary objective of this contract is to improve student reading levels among students in grades 1-4 in Kyrgyzstan and Tajikistan. The contract focuses on the following results: 1) Improved reading instruction in grades 1-4; 2) Increased availability of reading materials; 3) Increased out-of-school reading time; and 4) Increased government support to improve reading.
Life of Activity	June 28, 2013 to October 27, 2017
Kyrgyz Republic	
Total Estimated Contract/Agreement	\$ 9,410,609 (Modification 3)
Obligation to date	\$ 9,410,609 (Modification 3)
Total expenses at beginning of the quarter (September 30, 2015)	\$ 3,874,508
Expenditures for the current reporting period (October 2015 – December 2015)	\$ 508,868
Pipeline at the end of the quarter (December 31, 2015)	\$ 4,383,376
Estimated Expenditure, Next Quarter (January 2016 – March 2016)	\$ 820,000

II. Executive Summary

The United States Agency for International Development (USAID) Quality Reading Project's (QRP) main goal is to increase reading levels of Grades 1-4 students in Tajikistan and the Kyrgyz Republic (KR). It is a four-year project implemented by the American Institutes for Research (AIR) and Save the Children (SC). The project works to improve reading skills among primary grade students by drawing on existing structures in both countries. The USAID Quality Reading Project is building capacity from the national level down to the classroom, all supporting the common goal of improving students' reading skills. This report focuses on the activities undertaken in the Kyrgyz Republic.

One of main successes this quarter was the in-service teacher certification for 3,610 teachers from Cohort 1 schools (Bishkek, Chui, Talas, and Jalal Abad Oblasts). These teachers received certificates from the Kyrgyz Academy of Education (KAE) for the completion of the 72-hour in-service teacher training (IST) course. The teachers submitted portfolios based on the training received to KAE for review as completion of course work, upon completion of the review KAE provided certificates to these teachers.

Schoolteachers in Chui, Naryn and Issykul Oblasts started the first quarter of the school year off with a training on how to organize Reading Camps. 349 Reading Camp mentors were trained. In the five oblasts Reading Camp activities moved forward with 79 reading camps organized in reaching over 3,000 students.

On December 12th the Kyrgyz Republic celebrated National Book Day on Chinghiz Aitmatov's birthday. Throughout the country festivals, competitions, plays and readings took place to celebrate the many books written by Chinghiz Aitmatov. Over 1,197 teachers and 11,183 students participated in celebration of the National Book Day activities. The government bodies, heads of local self-governance, school administrations, parents and children actively promoted book reading by performing mini-dramas, reading stories, singing songs, making handmade books and similar book-related activities.

This quarter the project held joint workshops with the USAID Quality Reading Project Tajik team. Project staff and representatives from the Tajik National Testing Center (NTC) traveled to Bishkek for a capacity building workshop on data use and psychometrics. Project staff and representatives from the Kyrgyz NTC traveled to Dushanbe to participate in the Early Grade Reading Assessment (EGRA) Grade 3 Instrument Development Workshop. The collaboration between the two NTC's will support information sharing between the two institutions, both of which are crucial stakeholders in the education reform process in the two countries.

Planning for the 2016 midterm data collection and EGRA has begun. Direct collaboration with the MOES and the NTC in the planning, designing and data collection stages is critical to success and local ownership of the results. The 2016 midterm data collection will be implemented electronically via hand-held tablet. This will improve data quality and timeliness of data processing.

The USAID Quality Reading Project and the National Testing Center organized a meeting with the National Committee on Reading to present the midterm EGRA key findings. The midterm assessment was conducted in April 2015 in Grades 2 and 4 for Kyrgyz and Russian languages in four oblasts of Cohort 1 schools. The MOES was pleased to see that there was an improvement in reading scores for grade 2 students. The populations that saw the largest improvement in reading scores were two groups that scored the lowest on the baseline, boys and students who were learning in a language other than their mother tongue.

The USAID Quality Reading Project hosted two high profile visits. The USAID Mission Director, Michael Greene visited Aravan School in Osh Oblast. He was so impressed by the

teachers. He requested that a visit to this school be added to US Ambassador Sheila Gwaltney's schedule for her trip to the Osh Region. The teachers' articulated how the IST program has changed how they teach and showed book corners. Students were excited to show the US Ambassador the books they developed.

The program's purchase of books and the planned purchase of books by the USAID Good Governance and Public Administration Strengthening Program (GGPAS) are still on hold due to the lack of a bi-lateral agreement between the United States Government and the Kyrgyz Republic Government. There is optimism that there will be an agreement this year. USAID GGPAS is closing this summer and will need to receive the go ahead to purchase books by March 2016; otherwise, they will not be purchasing books.

III. Description of Accomplishments and Program Objectives (October 2015 – December 2015)

Introduction

The United States Agency for International Development (USAID) Quality Reading Project (QRP) is a four-year project implemented by the American Institutes for Research (AIR) and Save the Children (SC). The project works to improve reading skills among primary grade students in the Kyrgyz Republic and Tajikistan. By drawing on existing structures in both countries, the project is building capacity from the national level down to the classroom, all supporting the common goal of improving student reading skills. The project uses a competency-based standards approach grounded in reading skills to inform teacher training, reading material dissemination, community activities, and strengthening government capacity around early grade reading.

In-service teacher training (IST) is implemented in a cascade model with three levels: National Training of Ministry of Education and Science (MOES) literacy and education experts, a 5 day training for the target teachers, plus 2 day training for the Mentors (school deputy directors and Heads of the Methodological Unit, followed by school-level trainings a minimum of 32 hours training by the mentors. Trainings take place throughout the school year, primarily on Saturday Methodological Union Day. This quarter, IST at school level continued for Cohorts 2 and 3. Cohort 1 has officially completed its 72-hours of training and the schools are finalizing their reporting to the USAID Quality Reading Project and the MOES. For Cohort 3, IST was conducted at Level 1 (National Trainers) in July 2015 (a refresher) and the five-day teacher training in July and August 2015, with rollout of Level 3 (school-level training) beginning in October.

In the out-of-school component, the main achievements of the reporting period were the National Book Day celebrations throughout the country and the Reading Camp Mentor Trainings.

The USAID Quality Reading Project has closely collaborated with the MOES and its sub-institutions in all stages of project implementation. The following provides activity details per sub-result.

OVERALL GOAL: READING LEVELS INCREASED AMONG GRADES 1-4 STUDENTS

Intermediate Result 1: Improved reading instruction in grades 1-4

Sub Result 1.1: Conduct a baseline qualitative analysis

BASELINE COMPLETED – Report submitted March 2014.

Sub Result 1.2: Design in-service training (IST)

Grades 1-4 Reading Standards

The Grade 1-4 Reading Standards approved in 2014 by the Kyrgyz Academy of Education (KAE) and the MOES were revised to meet the new MOES requirements. In September 2014, the MOES was tasked to develop standards for all subjects for primary and secondary school. The USAID Quality Reading Project was requested to assist in the revision of the Reading Standards for Grades 1-4 and to include Writing. The World Bank would roll out trainings for the Grade 1-4 standards in 50 pilot schools. The standards for Reading and Writing were revised and submitted to KAE for review and approval in September 2015. In January 2016, the KAE will approve the primary education package of standards and then submit them to the MOES Collegium for approval. The MOES Collegium will review all the primary school standards together. The World Bank teacher training on the standards is planned for March 2016.

Sub Result 1.3: Conduct in-service trainings for teachers and other educators

Teacher Certification

On November 27, 2015, at the National Steering Committee on Reading, 3,610 KAE teachers' IST certificates were handed to the District Education Directors in Talas, Jalal Abad, and Chui/Bishkek for teachers in Cohort 1 who completed the 72-hour training.

In Chui and Jalal Abad Oblasts combined around 1,000 teachers did not receive certification. The USAID Quality Reading Project team and the mentors from District Education Department (DED) decided to provide assistance to those teachers who still wanted to be certified. The project expects over 50 percent of the remaining teachers from Cohort 1 will receive certification next quarter.

Table 1. Comparison between Cohort 1 teachers who participated in 5-day IST training and those who received certificates from KAE November 2015

Region	Participants in 5-day IST	Number of teachers who received certificates from KAE	Number of teachers who did not receive certificates
Talas	743	701	42
Jalal Abad	1,879	1,322	557
Chui\Bishkek	2,024	1,587	434
TOTAL	4,646	3,610	1,036

Challenges:

The main reasons why there are over 1,000 teachers who have not been certified are:

- Some teachers who are pensioners declined to participate in the training (at school level);
- Teachers are still in the process of completing their full school-level training (32-hours);
- Teachers were on maternity leave;
- People have left the teaching profession; and
- Teachers were delayed in submitting their certification materials.

Cohort 2-4 Certification

The MOES has restructured and responsibility of in-service certification now falls under the Regional Teacher Training Institutes (RTTI) versus falling under KAE. The Teacher Training Institutes (TTI) in Osh and Issyk-Kul have agreed to accept the USAID Quality Reading

Program's 72 hours IST as a certified course. The Osh TTI will provide certificates for Jalal-Abad, Osh, and Batken Regions, while Issyk-Kul covers Issyk-Kul and Naryn Regions. Bishkek/Chui for Cohort 4 will be negotiate next quarter.

Portfolios for Cohort 2 teachers who completed the 72-hour training are now being collected to be sent to the respective TTIs for review, approval, and certification. Cohort 3 will continue to conduct the IST throughout this school year.

Preparations this quarter were made for Cohort 4 training to take place in Jalalbad and Chui Regions. The MOES provided orders for this training to the target schools; training will take place during the second and third weeks of January.

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

DED Level Meetings

Using the MOES structure, the project requested to be part of the District Education Department meetings. Being part of these meetings has given us a forum to meet with School Directors and Methodologist without visiting every school in the region every month.

Issyk-Kul Oblast's year-end meeting was held on November 27, 2015. The participants were Methodologists of Issyk-Kul DEDs and directors of 14-targeted schools. The USAID Quality Reading Project Team presented work plans along with project successes and challenges.

The Batken year-end meeting took place on December 11, 2015 with 18 participants attending. Strategic cooperation and program-related issues were discussed. The USAID Quality Reading Project presented results of the previous year and discussed plans for 2016. Participants had the opportunity to ask questions and clarifications.

The Talas DED year-end meeting took place on December 17, 2015 with 23 participants attending. The aim of the meeting was to discuss second year project results, discuss future plans, and identify challenges and steps to overcome those challenges in year three.

During the year-end meetings, participants discussed among themselves methodological support on the use of guidelines, minutes of the meetings, explaining the process of open classes, and making analysis of next steps. Such meetings are a useful venue for bringing the DEDs on board, sharing experiences, knowledge, and improving teaching skills.

School Level and Zone Level Meetings



Osmonv SS Demonstration Lesson by Gladkova O

The USAID Quality Reading Project organized seminars at schools in Issyk-Kul to train mentors and deputy directors on preparing documentation and on solving common problems. The USAID Quality Reading Project trainers provided practical sessions on how to organize mentoring sessions and what type of documents they need to provide to the trainees. The seminars were organized as Zone meetings with the help of District and Town Educational Departments. The Zone meetings are proving a very useful mechanism for

mentors and teachers to consult and share results and experiences on organization of mentoring in their schools.

In the Zone meetings, the USAID Quality Reading Project staff observed demonstration lessons, which are then discussed and analyzed. The demonstration lessons presented excellent examples of how to conduct classroom observations, to promote self-analysis, and how to provide feedback by mentors and peers.

The DEDs are key supporters of the USAID Quality Reading Project. The DEDs continue to support the mentors and assist the teachers in improving reading instruction. The best teachers' practices, techniques and strategies in reading are shared at the seminars and methodological meetings across the districts.

Monitoring visits

In the reported quarter, the USAID Quality Reading Project teams visited over 300 schools in more than 100 districts. This includes visits to schools, classroom observations, reading camp visits, monitoring, and collection of documents for certification, mentoring, and post-tests.



Monitoring Visit, At-Bashi area s. Aca-Kaindy, NL Oh-Tersko, Batken School District

Post-tests visits in Batken and Osh



Post Test, Zh. Turusbekov School

Post-test visits were conducted in Batken and Osh oblasts. 18 schools were visited in Batken and 121 primary teachers participated. Post-tests were also conducted in 79 schools in four districts of Osh oblast, as scheduled. It is expected that the post-tests results will provide the project with data to identify gaps in teachers' knowledge and what kind of mentoring support will be needed in the future, whether from the project or by specialists from the educational departments. It is important for the teachers to discuss ways of working together to limit gaps and strengthen the results of their work.

Sub Result 1.5: Implement classroom-based reading diagnostics; administer national, standardized reading assessments

Update on presentation of baseline EGRA data and F indicator

As previously noted in the 2015 Annual Performance Monitoring and Evaluation Report, the 2015 Annual Report, and 2015 Early Grade Reading Assessment (EGRA) Midline Report, AIR used a different method of reporting 2015 Midline EGRA data in 2015 than we did when we reported Baseline data in 2014. This change in how data were reported is reflected in our 2015 F Indicator submission.

For the Kyrgyz Republic, this change in approach resulted in a 2014 F-indicator value from 11.7% to 34.8%.

In preparing the analysis of 2015 data collection, the USAID Quality Reading Project team determined that the previous composite benchmark definition for the F-indicator was not the best approach to score EGRA results. A primary reason for this shift is that the 2014 approach - using a conjunctive scoring method - was not consistent with what USAID is accustomed to receiving, and thus was not comparable to previous EGRA or to F indicator reporting from other countries.

Under the approach used by the USAID Quality Reading Project in 2014, a student was counted for this indicator if they passed a series of composite benchmarks for seven EGRA subtasks (letter name, familiar word, unfamiliar word, reading passage fluency, reading comprehension, listening comprehension, and oral vocabulary). Further, the 2014 data were scored using a conjunctive scoring approach. A conjunctive scoring approach means that an examinee must meet a certain performance level in each subtask in order to be considered "passing" or meeting a benchmark. In other words, high scores in some sections can be "nullified" and a student can "not meet the standard" if a score on a single subtask is low. Conjunctive methods are commonly employed in high stakes assessments such as medical exams or licensing boards.

In 2015, the USAID Quality Reading Project decided to revise our methodology to use a more simplified and transparent EGRA and standards approach. The 2015 presentation is a cleaner representation of what we can infer with confidence from the EGRA data. This approach defines students who can read and understand the meaning of grade-level text as those who can read 40 words per minute or more for oral reading fluency on connected text. The 40 word per minute cutoff point is aligned with the reading standard on fluency used by the MOES for Kyrgyz and Russian Grade 2 students.

Cohort 1 Mid-line Data Presentation to MOES

The midterm EGRA key findings were discussed at a Round Table Discussion on November 27, 2015. The midterm assessment was conducted in April 2015 in Grades 2 and 4, in Kyrgyz and Russian languages, in four regions in the republic. The purpose of the Round Table was to inform all the stakeholders about the results of the assessment (EGRA), and discuss the next steps for improving children's reading skills. Todd Drummond, PhD, Senior Psychometrician at AIR presented the midterm results. Roughly 60 people participated in the meeting: the Deputy Minister of Education, T. A. Ashimbaeva, senior specialists and heads of the departments of MOES, specialists of the KAE, heads of the DEDs, international donors (GIZ, Asia Development Bank, UNICEF, National Testing Center (NTC), heads of Regional Institutes of Education, among others. A main focus of discussion was how to use the midterm results to make decisions to improve reading skills of the early grade students.

At the meeting, comparison data between EGRA results in 2014 and 2015 were provided to highlight what has changed since 2014. Detailed subtask analysis of the 2015 EGRA was provided along with description of the features related to the Kyrgyzstan context and issues in Kyrgyz language reading development; and how EGRA scores differ by gender and school location.

Initial findings indicate that despite some gains in most of the comparable subtasks assessed, the results indicate that more work needs to be done. Approximately 50 percent of early grade readers reached the 40-words-per-minute benchmark in reading fluency at Grade 2. Fewer met the 80-words-per-minute minimum standard at Grade 4. Further, the gaps evident at Grade 2 appear to grow wider by Grade 4, especially with the Kyrgyz language cohorts. Difference in performance by school location is also evident. In Russian Grades 2 and 4, as well as Kyrgyz

Grade 4, the majority of subtasks show statistically significant differences between urban and rural pupils, with urban pupils being favored in most instances.

The gaps appear to be largest on tasks that require skills and concentration on reading passages, word knowledge, and writing skills (dictation). Several tasks appeared to be relatively easy across all groups (e.g., Initial Letter Sound, and the only subtest where males outperformed females in both grades and languages, Oral Vocabulary). After presenting the results of the 2015 EGRA, a rich discussion took place and posed a series of relevant policy discussion questions on improving reading comprehension outcomes of early grade students in the Kyrgyz Republic. The project presented the question “What is happening in the Grade 4 Curriculum that may impede Reading advancement”, the discussion returned to the fact there is no time devoted to Reading. The project will advance this discussion with the MOES once the Impact Study is released.

Continuous updates are being made to the database on total number of students in Grades 1-4 (boys and girls), teachers, and out-of-school activities.

2016 Midterm data collection preparations

The USAID Quality Reading Project has begun preparations for the 2016 midterm data collection. The project will work with the MOES and the NTC to update the midterm data collection instruments, including the EGRA. In November, the USAID Quality Reading Project held a joint planning session for both the Tajik and Kyrgyz Quality Reading Project teams in Bishkek to review timelines and instruments, and to develop a realistic implementation plan.

Midterm data on pupil reading progress to monitor progress for Cohort 2 and 3 schools will be gathered in April 2016. The team has used cross-sectional and longitudinal research designs for the study. For the cross-sectional design covering Grades 2 and 4, the baseline group will be compared to different groups of pupils at the same schools and the same grade levels in subsequent years.

For the longitudinal design, the same pupils’ reading performance at Grade 1 in 2014 will be compared with their performances at Grade 2 in 2015 and at Grade 4 in 2017. A key feature of this design is that pupil reading performances at Grades 1, 2, and 4 are tracked and reported on the same measurement scale on several of the subtasks. The process of bringing reading performance onto the same scale is called vertical scaling. Table 2 shows the assessment data collection plan.

Table 2. Cross-sectional and Longitudinal Design for the Kyrgyz Republic

Cohort	2014	2015	2016	2017
Cross-Sectional Design				
1	G2	G2		G2
	G4	G4		G4
2 & 3	G2		G2	G2
	G4		G4	G4
Longitudinal Design				
1	G1			
		G2		
				G4

To measure pupil progress accurately cross-sectionally (i.e., a different cohort of pupils at the same schools in the same grade in different years) and longitudinally (i.e., same pupils in

different years) without the tests being exposed, the USAID Quality Reading Project employs different sets of equated assessments in the baseline, mid-term, and at the end of the project. The assessments across different years will be horizontally linked through the same set of common items used for vertical equating. A total of two three-set instruments have been developed for EGRA; one set for Kyrgyz and one set for Russian, with each set consisting of Grades 1, 2, and 4 assessments. As the USAID Quality Reading Project in Tajikistan was not able to collect Grade 2 data in 2015, to ensure the longitudinal research design, the Grade 3 EGRA tool will be developed this year.

This year, the project will implement digital data collection through the use of Asus Nexus 7 tablets. The Tangerine software that runs the EGRA test is currently compatible only with this tablet. All of the other midterm instruments will be included in the tablet-based data collection. The team developed a detailed schedule for developing, procuring, and piloting the instruments to ensure April 2016 midterm data collection. The USAID Quality Reading Project will continue to work with the MOES and the NTC to ensure the selection of qualified data collectors and implementation of rigorous data collection activities.

Kyrgyz NTC joins EGRA Grade 3 Instrument Development Process in Tajikistan

In 2015, the project did not conduct EGRA data collection for Grade 2 students as initially planned in Tajikistan. In line with the project's longitudinal approach to data collection, those students who were studying in Grade 2 last year will be assessed this year as Grade 3 students. It was therefore necessary to develop an EGRA instrument for Grade 3 in Tajikistan. The joint workshop in Bishkek was the first step in developing a Grade 3 EGRA instrument. On completion of the capacity-building workshop, please see section 4.2, the USAID Quality Reading Project Tajikistan team and NTC staff began work building the EGRA instrument for Grade 3.



Todd Drummond and Saule Khamzina leading the EGRA Grade 3 Instrument Development Workshop

The five-day EGRA Grade 3 Instrument Development workshop was organized and conducted November 30 – December 4, 2015. The Regional M&E Manager and two Kyrgyz NTC specialists traveled to Tajikistan to participate and to assist Tajik colleagues in developing the instrument. The working group consisted of specialists from across the education sector of Tajikistan, NTC item developers, and USAID Quality Reading Project staff; together, the group worked to edit subtests for the new instrument. Todd Drummond, PhD, Senior Assessment Specialist from AIR, and Saule Khamzina, Regional M&E Manager, led and moderated the process.

The working group developed three version of the Grade 3 instrument to test for validity, a group of editors composed of Tajik, and Russian language specialists, philologists and primary grade teachers edited the instrument and their respective versions. The edited subtests were compiled into formatted paper EGRA tests that will be tested and piloted in February 2016.

For all parties involved in the process of EGRA instrument development, the workshop brought better understanding of EGRA, its workflow, weaknesses and strengths. It also helped groom EGRA instrument development experts within the Tajikistan education sector and NTC.

Intermediate Result 2: Increased availability of reading materials

Sub Result 2.1: Conduct a comprehensive review of primary grade-level reading material

COMPLETE

Sub Result 2.2: Ensure a mix of reading materials are used by schools and communities

Teachers have begun organizing Book Corners in classrooms and established Primary Grade Corners in school libraries or created mobile libraries. Teachers have conducted meetings with parents and they have offered their help by purchasing one or two books for the classroom Book Corners. Through books that have been collected in the classroom Book Corners, the children have begun to read more widely

The creation of these Book Corners provides students opportunities to take books home or stop and read during break time. Librarians and teachers are working with parents and local communities to create rich library experiences for the children.

Reading Camps are a key out-of-school reading activity in this project. They provide children with a further opportunity to borrow books to take home; also during the Reading Camps they produce handmade reading books by themselves. Reading Camps are described further in the Sub Result 3.2.

Intermediate Result 3: Increased out-of-school reading time

Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success

Activities under this sub-result are aimed at raising awareness of parents about the importance of reading. Parents are now showing an interest in books and asking when the project will provide books to schools and libraries. For example, in the village of Sheker in Kara-Buura district of Talas oblast, there is a children's library, which has a collection of children's literature donated by the Foundation of Roza Otunbayeva. The library is based in the House of Culture of the village, but local residents said the library does not function, as there is no payment from local authorities for the work of the librarian. Community members requested the USAID Quality Reading Project help them get the books transferred to the school library by addressing the issue at central level. The project recommended the members of the community to first ask the head of the village administration for his support. The USAID Quality Reading Project will also contact the Roza Otunbayeva Foundation in Bishkek to obtain agreement to use those books during Reading Camps throughout the year and during summer vacation.

Another example of activities to raise public awareness took place in Manas district of the same oblast. The USAID Quality Reading Project team had a number of meetings with the Deputy Head of the district and the Head of the DED. The purpose of the meetings were to reach agreement to conduct a joint meeting with the heads of village councils of the district and later to conduct meetings (village assemblies) in the targeted communities to provide information on the project its results in their communities, and to involve community members and increase their participation in project activities to promote reading.

The meeting resulted in an agreement to hold public meetings at target schools on a regular basis. Thus meetings were held at 10 schools, with 374 community members participating. Another result of the meeting was establishment of the Resource Group of 5-10 people with the aim of drawing the community's attention to the importance of reading and the role of the community in promotion of reading at community level.

Sub Result 3.2: Implement out-of-school reading activities

Out-of-school reading activities included a variety of school and district based events, many of them linked with the celebration of National Book Days, and producing traditional small handmade books for these events.

A main continuing activity under this Sub-result is the Reading Camps. The purpose of the Reading Camps is for children to engage in reading-related activities in an enjoyable way and thereby contribute to increasing the level of literacy of the early grade students. In order to conduct Reading Camps, the mentors are trained on how to organize the camps and are provided implementation guidelines.

In total, a Reading Camp consists of 21 days. These days are distributed over the entire academic year, so each week one day is devoted to a Reading Camp activities. Reading Camps were conducted in Osh, Batken, Talas, and Jalal Abad by mentors who had previously attended training. New Reading Camp mentors were trained for Naryn, Issik Kul, Chui, and Bishkek.

In accordance with the plan, trainings on conducting Reading Camps were held for Reading Camp Mentors this quarter. A total of 349 Reading Camp Mentors were trained. Table 3 below shows the number trained per oblast.

Table 3. Number of Reading Camp Mentors trained

Oblast	Number of Participants
Issik Kul	152
Naryn	105
Chui	92
TOTAL	349

The rest of the oblasts have ongoing Reading Camp activities, with a total of 3,096 children participating in 131 Reading Camps in five oblasts.

Table 4. Reading Camps per Oblast

Oblast	Number of reading camps	Number of students
Batken	5	146
Osh	55	1,203
Jalal Abad	48	1,200
Talas	2	41
Chui	21	506
TOTAL	131	3,096

The school administration, teachers, students and parents found the Reading Camps a useful tool to acquaint parents with reading culture at home. During visits to Reading Camps, the USAID Quality Reading Project explained further to teachers how to organize other out-of-school activities, reading in the family, reading in pairs, and similar activities.

Reading Camps

Observation showed that the physical environment of the Reading Camps was generally good. In all the classrooms where Reading Camps were conducted, the heating system was working properly. Activities were conducted in a relaxed and child-friendly atmosphere and the children were observed to be participating freely and confidently. The social environment was suitably informal, with children organized most of the time in small groups. The reading camp program comprises of entertaining reading activities aimed at developing the five key components of

reading; Letter knowledge, letter sounds, vocabulary, reading fluency, and reading comprehension.

In my own words: Reading Camps

During normal lessons in the classroom children who are lagging behind are embarrassed, and do not respond. But during Reading Camps, because they are not being appraised, and the group of children who are struggling readers also has among them children identified as leaders, so they begin responding more boldly and opening up.

- K. Tashmatova, B. Keldibaev School, Uzgen district

The first sessions experienced some challenges; also there were difficulties with the organizational arrangements. At first, the children did not understand what a portfolio was and what was the exercise "Make and Take it home". However, over time, the children have gotten used to the sessions and their structure. Now children are happy to go to every session.

- Kalmurzaeva Buaida, School # 37, Osh city



Making a list of words for the given story ending, school 37, Osh City



Reading Camp, Naryn

National Book Day Celebrations

December 12th is the birthday of the famous Kyrgyz writer Chingiz Aitmatov. In recent years, this day has been celebrated as the National Book Day in the Kyrgyz Republic.

All the reading activities on this day were devoted to the National Book Day theme, with the aim of highlighting the importance of literacy to individuals, communities, and societies to create a sustainable culture and civilized society in the Kyrgyz Republic.

National Book Day celebrations were held in Jalal-Abad region from December 9-12, 2015. They included a competition of drawings dedicated to the creativity of Ch. Aitmatov among Grade 2-4 students.

Reading activities were successfully conducted in nine schools of Chiu oblast. Children, parents, teachers, and representatives of DED, local governments, and librarians participated in these activities. The active participants were awarded with books and stationery.

Various events and activities devoted to the National Book Day were organized in all districts of Osh oblast: arts competitions (Alay and Chon-Alay district), mini-composition competitions (Kara-Kulja district), quizzes (Uzgen district), puppet show performance (Aravan district), best readers competition (Kara-Suu district), and family readings (Nookat district).

Several local TV stations broadcast coverage of activities around National Book Day. In addition, a story was shown about the activities of the project in the news on regional TV, which broadcasts to the entire area.



National Book Day Activities, Naryn

Table 5. USAID Quality Reading Program Activity Coverage by Local TV

Date Aired	Topic
07.12.2015	USAID Quality Reading Project provided information about project goal, activities, showed the methodological materials, shared project plans and explained the activities for National Book Day, Naryn
12.12.2015, 13.12.2015	Public awareness of the events was provided by a local ELTR TV company, which broadcast events for two days on “Bobok kechesi” program, Osh
11.12.2015, 12.12.2015	Issyk-Kol TV, Aki-press, Zamana Studio, Issyk-Kol kabarlary, Vesti Issyk-Kulya, Zaman-Kyrgyzstan
04.12.2015	Meeting with local communities at Manas rayon
11.12.2015	Out-of-school activities dedicated to National Book Day at Manas rayon
11.12.2015	National Book Day Regional Library, Talas
17.12.2015	Review meeting - review of project implementation and results for the second half of 2015, Talas

The USAID Quality Reading Project team had several meeting with representative of government bodies during the preparations to celebrate National Book Day. In order to increase public awareness at oblast level on reading, meetings were held with Zoya Musieva, the Director of Issyk-Kul oblast’s regional library named after T. Sydykbekov and Raushan Shabdanbekova – Karakol’s Children’s Library named after K. Esenkojoev. During the meetings, ideas on how to organize events for the National Book Day were discussed.

The meeting with the Governor of Issyk-Kul, Kaptagaev Emilbek, was particularly successful. It resulted in the idea of holding oblast-wide celebrations on National Book Day with our planned list of activities. The letter from the USAID Quality Reading Project requesting his support for the National Book Day activities was warmly welcomed and supported. He issued an order to organize the contests in every district and town in Issyk-Kul with the sponsorship and support of local governments. Agencies and individuals involved in the activities devoted to the National Book Day included the Oblast State Administration, district administrations and Educational departments, seven libraries at oblast, district and town levels, teachers and parents of 128 schools and 2,730 students.

Intermediate Result 4: Increased government support to improve reading

Sub Result 4.1: Increase dialogue about the existing environment for reading



USAID QRP Osh Field Mobilizer, Kalilova, A. presenting out of schools activities to DED during Round Table Discussions

During this reporting period, a number of meetings were held with representatives of the community, the authorities and local self-government bodies with the aim of raising awareness about the importance of children's reading.

In line with the project objective to strengthen the USAID Quality Reading Project's partnership with government, the project's Osh field team and Regional M&E Manager held a Round Table meeting on November 2, 2015 with the representatives of seven regions and the Osh oblast state

administration. During the meeting, participants were shown a PowerPoint presentation on the USAID Quality Reading Project in Osh oblast, the qualitative and quantitative results achieved in program activities both in- and out-of-school, and the package of training manuals. Hard copies of the work plan for 2015-2016 were also provided to each participant.

The USAID Quality Reading Project team met with the Head of Osh Institute for Professional Training (OIU), Mr. Muratov, to discuss partnership on the teachers' certification issue. As a result of the meeting an agreement was signed. According to the agreement, the following documents need to be submitted by Osh province teachers for certification of teachers who have completed 72-hour IST: one lesson plan and a completed KAE journal.



Deputy Minister Ms. Ashimbaeva's opening speech

National Committee on Reading – Midterm EGRA Findings

The midterm EGRA key findings were presented and discussed by the USAID Quality Reading Project and the National Testing Center at the National Steering Committee on Reading Meeting on November 27, 2015. (*See Appendix A for Meeting Agenda*). The purpose of the meeting was to inform all the stakeholders about the results of the EGRA and discuss the next steps for improving children's reading skills. The midterm results were presented by Todd Drummond, PhD., Senior Assessment Specialist at AIR, and Ms. Baktygul Shamshidinova from the NTC. Roughly 60 people participated in the meeting: the Deputy Minister of Education, Ashimbaeva T.A., senior specialists and heads of the departments of MOES, specialists of the KAE, RTTIs, DED Heads, international donors and projects (GIZ, World Bank, UNICEF) and among others. A main focus of discussion was how to use the midterm results to take decisions to improve reading skills of the early grades students.

At the meeting, comparison data between EGRA results in 2014 and 2015 were provided to highlight what has changed since 2014 among other topics as described in Sub Result 1.5.

USAID Mission Director Field Visit to Osh Region

On December 2, 2015, the USAID Quality Reading Project Chief of Party, Barbara Greenwood, Program Manager Kunnura Raiymbekova, and the Osh field team received Michael Greene, USAID Mission Director in the Kyrgyz Republic at school named after A. Navoi in the Aravan region. During the meeting, Mr. Greene had a chance to meet school administrators, visit classes, and meet with Grade 1-4 students during the lessons and speak with them. He was also shown the Book Corners during his tour of the school. Afterwards, Mr. Greene had a focus group discussion with 25 teachers from the primary classes. The teachers shared information on how the USAID Quality Reading Project's methodology, mentoring, out-of-school activities, and work with parents have been implemented and the relevant aspects of training integrated into their lessons. During the focus group discussion, teachers showed their portfolios, booklets, and lesson plans. They expressed how the USAID Quality Reading Project had influenced their professional work.



USAID Mission Director Michael Greene at Aravan School

I am a pensioner, but despite this, the USAID Quality Reading Project is a brilliant one for me, it's like a jewel in our methodology, because I found in the IST manual so many valuable techniques and ways of how to improve students' reading skills during my lessons. No other educational projects have had such an influence on me before. And I respect this project very much.

- Zulkhumar Kenjayeva, Grade 3 teacher

"I am so thankful to the USAID Quality Reading Project because it taught me how to organize our work with parents. First thing I did after IST is that I arranged parent meetings and showed them the importance of their parental role in this huge work towards improving the reading skills of our students. I told parents that if they will not read books with their own children, later their children would have limited access to the best resources and institutions and will have less chance to be successful in their lives.

- Alfrida Nafikova, a social studies and Grade 2 teacher

"The QRP project came just in time and has been useful with its content. For us it was like a drink of water after a heavy drought. We really felt and were touched by this project and are using all 5 components of reading in our lessons.

- Tamara Kan, Deputy Principal

Previously, for many years, we didn't have a separate methodology room, but after the trainings, we regularly started 32-hours mentoring and methodological meetings and workshops. Our school principal supported our initiative and provided a permanent methodology room, where we meet weekly to discuss and practice modules from the training manuals.

- Feruza Shakirova, mentor and school Methodologist

The correspondence below from Pamela Teichman, Director, Health and Education Office of USAID Kyrgyz Republic, testifies further to the success of Michael Greene's visit:

USAID Mission Director Mr. Greene stated that "the work of USAID implementing partners often involves a lot of capacity building and training, and that sometimes when we only look at the data all we see is that a lot of people got trained. The beauty of a site visit like the one that your team successfully arranged is that we were able to see the outcome of all the training, and how it truly translates into children having stronger reading skills and children enjoying reading."

USAID Mission Director Michael Greene was so impressed with his experience at the school named for Navoi in Aravan, that he enthusiastically recommended that the new United States Ambassador to the Kyrgyz Republic also visit the school.

United States Ambassador to the Kyrgyz Republic Shelia Gwaltney travels to Osh

The US Ambassador Shelia Gwaltney had the opportunity to observe teachers and students and directly interacted with them. This included asking the students questions about what kinds of books or stories they enjoy reading and whether they also read outside of the classroom – questions that reflect the USAID Quality Reading Project intervention’s focus on building teachers’ skills in reading instruction and inculcating in their students greater interest and motivation for reading. She also had a focus group with teachers who attended the IST. The visit was an overwhelming success.



US Ambassador to the Kyrgyz Republic Ms. Sheila Gwaltney shows her appreciation of a teacher and her work with puppets during a visit to Aravan School

Sub Result 4.2: Increase capacity to use reading assessment results

Sub Result 4.3: Strengthen the enabling environment to support improved reading instruction reform

4.2 and 4.3 Combined Results:

The NTC capacity building workshop was organized in Bishkek from November 23-26, 2015. Fourteen specialists from Kyrgyz NTC and five specialists from Tajik NTC participated in the workshop. It was the first workshop organized specifically for the NTCs by the project. The main goal of the workshop was to

a) improve the NTC specialists’ capacity in psychometric analysis of early grade reading assessment data and b) improve collaboration and connection of NTCs with the project and with each other for getting quality assessments as a one team. Todd Drummond, PhD, Senior Assessment Specialist at AIR, conducted various sessions on steps in developing a quality EGRAs and key psychometric concepts. Participants participated in practical data analysis exercises. As one of the Tajikistan NTC participant, Rustamjon Nazarov said, “The workshop was very useful for testing specialists, and what was very important we have gotten very clear and simple practical



NTC Capacity Building Workshop, November 2015, Bishkek

answers on key and complicated questions.” The Kyrgyz NTC organized a visit to NTC office to introduce Tajikistan participants with their workplace. The next workshop will be organized by project in 2016 in both countries to continue collaboration and strengthening the NTC’s capacity in analysis and reporting.

Two specialists from the Kyrgyz NTC, Baktygul Shamshidinova, Head of the Methodological Department and G. Mayrikeeva, Primary Grade Specialist, participated in EGRA Grade 3 development workshop in Dushanbe conducted by Dr. Drummond November 30 – December 4, 2105. Participation in this workshop allowed the specialists to refresh knowledge and garner skills in EGRA tool development as well as to share their experiences with EGRA with the USAID Quality Reading Project Tajikistan team and the Tajik NTC participants.

IV. Progress against Work Plan

Table 5. Status of Activities

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept				
1	Program Start-Up																	
2	Deliverable: Finalize Implementation annual work plan	AIR															Accomplished	
3	Deliverable: Finalize PMP	AIR															Accomplished	
4	Intermediate Result 1: Improved reading instruction in grades 1-4																	
5	Sub Result 1.1: Conduct a baseline qualitative analysis																	
6	Deliverable: Presentation of key findings baseline qualitative	AIR, NTC														Completed	Accomplished	Completed
7	Sub-Result 1.2: Design in-service training (IST) package																	
8	Draft Reading Standards	AIR, KAE															Accomplished	Adapting the already approved Reading Standards to the new MOES formats. Updated standard is expecting to be approved in February-March2016 by MOES
9	Sub-Result 1.3: Conduct in-service trainings for teachers and other educators																	
10	Cohort 2 School based trainings through rollout of 90-minutes micro-modules	SC														Cohort 2, primary school teachers will be conducted 72 hours LB IST and mentors will be trained. At the end all teachers and mentors will receive Certificate from KAE	Accomplished	Cohort 2 started from Jan, 15-till Dec, 15. Head of Methodological Unit (HMU) meet with teachers on a regular basis for 90-minutes micro-modules workshops. Portfolios are collected next quarter and reviewed for certification.
11	Conduct 5-Days training for Cohort 3 and 4 Master Trainers and primary school teachers at target districts level.	SC														Cohort 3 completed in August'15 and Cohort 4 in Jan-March '16.	On-Going	Cohort 3 IST completed in August-September'15, a few groups Cohort 3 and Cohort 4 is planned on January'16

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept			
12	Cohort 3 and 4 School based trainings through rollout of 90-minutes micro-modules.	SC													Cohort 3 starting from July 15 till May 16. Cohort 4 started from Jan, 16 till Dec, 16. Cohort 3: about 294 schools and 2144 teachers from Naryn, Issyk-Kul, Talas and Jalal-Abad. Cohort 4: about 125 schools and 1021 teachers from Osh and Bishkek\Chui. Total about 3166 primary school teachers will be conducted 72 hours school based LB IST and 1000 mentors will be trained. At the end all teachers and mentors will receive Certificate from KAE	On-Going	Cohort 3 training is ongoing. HMU meet with teachers on a regular basis for 90-minutes micro-modules workshops
13	Teacher Training for School for the Blind in Bishkek and Osh	AIR, SC													80 Teachers in School for the Blind in Bishkek and 34 teachers in Osh receive training and TA	Slight Delay	This activity is postponed to Q2. Teachers from both schools will be trained with Cohort 4 in January'16
14	Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching																
15	Training for mentors Cohort 3 and 4 and Distribute guide on Mentoring to regional In-service TTI staff and deputy school principals on Primary Grade Cohort 1, 2 3 and 4	SC, MOES													Train about 588 mentors from Cohort 3 schools and about 250 mentors from Cohort 4 schools on Mentoring. About 4000 trainer's materials on mentoring in Russian, Kyrgyz languages.	Not planned this quarter	Aug- Sep 2015 -Cohort 3 and In January 2016 Cohort 4 DDs, HMU use module on mentoring
16	Provide mentoring to Cohort 1 teachers	SC, DDs, HMU													About 3516 primary school teachers Cohort 1 receive mentoring support	Not planned this quarter	Started September 2014 Cohort 1. DDs and HMU use mentoring tools from IST package

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept			
17	Provide mentoring to Cohort 2-4 teachers	SC, DDs, HMU													Batken and Osh: 3261 primary school teachers receive mentoring support; Sep, 15 till May 16 about 2144 primary school teachers receive mentoring support; Feb '16 until Dec '16 (Osh, Bishkek\Chui) and about 1021 primary school teachers receive mentoring support	On-Going	Mentoring to Cohort 2-3 is going.
18	Launch portfolio system for evaluation of Cohort 1 teachers competencies - (in TT package IR 1.2)	SC, MOES, KAE													In 459 target schools Cohort 2, 294-target schools Cohort 3 and 125 target schools Cohort 4 for primary school teachers will develop portfolios. At the end, all teachers and mentors will receive Certificate from KAE. 3611 certificates for teachers from Cohort 1 (Bishkek, Chui 1587, Talas - 702, Jalal- Abad - 1322) were provided by KAE.	On-Going	MOES / KAE accepts portfolios as a basis for teacher evaluations and certification. Cohort 2 teachers is submitting portfolios. Cohort 2 (Osh and Batken) teachers is preparing them for certification in Osh ITTI.
19	Launch portfolio system for evaluation of Cohorts 2, teachers competencies	SC, MOES													Cohort 2: about 459 schools and 3261 teachers from Batken and Osh from Jan '16 until Mar '16	Not planned this quarter	MOES / KAE accepts portfolios as a basis for teacher evaluations and certification
20	Launch portfolio system for evaluation of Cohort 3 teachers competencies	SC, MOES													Cohort 3: about 294 schools and 2144 teachers from Naryn, Issyk-Kul, Talas and Jalal-Abad from June '16 until Aug '16	Not planned this quarter	MOES / KAE accept portfolios as a basis for teacher evaluations and certification.
21	Launch portfolio system for evaluation of Cohort 4 teachers competencies	SC, MOES													Cohort 4: about 125 schools and 1021 teachers from Naryn Osh, Bishkek\ Chui from Jan - Mar '17.	Not planned this quarter	MOES / KAE accept portfolios as a basis for teacher evaluations and certification.

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept			
22	Participate in monthly DED meeting to strengthen school level mentoring and DED and TTI oversight and support	SC, MOES, DED, TTI													Monthly and Quarterly DED meetings with DD, TTI, etc.	On-Going	QRP participated in DED meetings and supported an additional day of training on topics like mentoring and IST in Talas, Batken, Osh and Issyk Kul regions
23	Sub-Result 1.5: Implement classroom-based reading diagnostics (process focused); administer national, standardized reading assessments (outcome focused), such as an EGRA, in a representative sample																
24	Review EGRA tests (section vocabulary), M&E tools	AIR, NTC													EGRA and M&E mid-line and end-line instruments reviewed and revised	Not planned this quarter	Tablets will be purchased for data collection for the next two years. The EGRA tool will be reviewed in terms of content but also in terms of data programming
25	Training of Test Administrators	AIR, NTC													100 data collectors, and supervisors trained	Not planned this quarter	
26	Administer outcome focused assessment tool – midline and end line	AIR, NTC													Mid and-line data collection administered End line data collection administered	Not planned this quarter	
27	Data Scanning	AIR, NTC													Data entered and scanned	Not planned this quarter	less time will be spent on data scanning due to the use of tablets
28	Psychometric data analysis and reporting (automated) results of the outcome focused assessment	AIR, NTC													Psychometric Data analyzed and reported	Not planned this quarter	
29	Deliverable: Reading assessment report (mid-line and end-line)	AIR, NTC													EGRA and Project Mid-line and End-line Reports	Not planned this quarter	
30	Deliverable: Raw data submitted to USAID														Raw data submitted to USAID within 4 months of data collection	Not planned this quarter	
31	Conduct Household (or community) surveys in conjunction with reading assessments to determine quantity of reading materials at home or in out-of-school activities	AIR, NTC														Not planned this quarter	NOTE: This deliverable has been tied in with the assessment timelines, making it more efficient and practical
32	Develop Formative Assessment videos for schools															Not planned this quarter	
33	Intermediate Result 2: Increased availability of reading materials																

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept			
34	Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Kyrgyz Republic																
35	Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities																
36	Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	SC													Newspaper, handmade small books, Parent cards, low cost school made materials, new books (est. 200,000 units)	Slight Delay	Agreement with Kut Bilim newspaper for teachers is signed and plan of publications is approved. Parents' cards is prepared for printing.
37	Organize National Children's Book Competition	AIR, SC, MOC, RCL													8 of Sep, 12 of Dec., 23 of April every year	On-Going	December events were conducted in all regions
38	Intermediate Result 3: Increased out-of-school reading time																
39	Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success																
40	Parent reading information cards	SC														Not planned this quarter	
41	Print and disseminate reading information cards (for Cohort 1, 2, 3 and 4) School Communities	SC													40,710 sets of Reading information cards printed. 30 sets of reading information cards disseminated per (Cohort 1 and 2, 3 and 4) 1357 school / communities. Total: 40,710	Slight Delay	The tender for printing materials is finalized. The contract negotiation with winner is started in Jan 5th,2015
42	Define target community members and conduct orientation workshop/ sessions with PTA, School administrators. Community leaders, women groups to present and discuss reading information cards with population	SC													40,710 community members (30 per 1357 schools/community Cohort 1, 2,3 and 4) get workshop materials/guidance on how to read with children in Russian and Kyrgyz languages	Slight Delay	Workshop will take place Feb 16'
43	Deliverable: Parents and communities guidance on how to read with children	SC													Electronic and hard copy to COR (in English) on Nov, 2015	Slight Delay	Will be submitted next quarter
44	Mobile Theater/Libraries															Not planned this quarter	

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept			
45	Develop TOR for Republican Children's Library (RCL) to design and conduct community outreach programs	AIR - SC													TOR	Not planned this quarter	
46	Support RCL to create Mobile Theater and Mobile Libraries at regional level using Book Chests Resources	SC - RCL													1357 Mobile Libraries created by the end of Dec, 2016	On-Going	
47	Conduct outreach programs to children and communities to promote reading - Cohort 1-4 target districts	SC - RCL													2 outreach programs materials per 1357 school/community	On-Going	
48	On-going monitoring and supervision of outreach programs	AIR - SC													Tool/instruments	On-Going	
49	Hold National Book Day															Not planned this quarter	
50	Support Reading Committee to design and plan National Book Day	SC, AIR, MOES, MOC, NSC-R													Agenda for 8 of September, 12 of December and 23 of April	Accomplished	12 December events were conducted in all regions
51	Design and conduct a variety of competitions around reading	SC, AIR, MOES, MOC, NSC-R													Agenda	Accomplished	Various competitions have been conducted in all 7 oblasts in a frame of national Book Day devoted Dec 12th,.
52	Present the results of competitions in National Book Day and present awards	SC, AIR, MOES, MOC, NSC-R													8 of September, 12 of December and 23 of April	Accomplished	The event on Dec 12th Celebration of National Book Day is conducted
53	Family Program	SC														Slight Delay	
54	Disseminate developed Family Program to schools via training to DD	SC													1500 in Russian, 2 500 Kyrgyz languages printed and distributed to DD via trainings. 1357 DD trained	Slight Delay	Program will be disseminated at training to be held in Feb 16'

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept			
55	Support the communities around target schools to create or support existing groups to focus on reading	SC													78 local library amount target schools	Slight Delay	Training will be held nex quarter
56	Train volunteers and members of groups to conduct community reading awareness campaign to encourage family reading for their children	SC													3 per 1357 school/community total 4071 volunteers and group members trained.	Slight Delay	Training will be held nex quarter
57	On-going monitoring and supervision of Family Program	SC, AIR													Tools/ instruments	Slight Delay	Training will be held nex quarter
58	Media Public Awareness Reading Campaigns															Not planned this quarter	
59	Support National Children's TV to create children reading support program	AIR, SC													In partnership with AKF, supported by USAID GGPAS	On-Going	Programs completed and airing
60	Broadcast reading support program on regular basis	AIR, SC													In partnership with AKF, supported by USAID GGPAS	On-Going	
61	Develop and implement additional reading awareness campaign	AIR, SC													One at national and one in each target school/community.	On-Going	
62	Ministry of Education and Science Reading Support Campaign	AIR, SC														Not planned this quarter	
63	Sign agreement with MOES press center, publishing house, and "Kut Bilim" newspaper staff to create campaigns to advocate reading	AIR-SC													Cooperation agreement signed	On-Going	Agreement with "Kut Bilim" has signed in Nov 2015
64	Support MOES develop, print and disseminate posters that advocates importance of reading through affiliated agencies	AIR, SC													Posters in Russian, Kyrgyz and English languages	Slight Delay	Pushed to Next Quarter
65	School Reading Promotion	AIR, SC														Not planned this quarter	

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept			
66	Conduct different activities on School and Family Reading Promotion, such as school presentations (Tuesday Reading Parent, Family Night), performances of children's choral reading and creative dramatics, and leaflets, bookmarks, and booklists of grade-appropriate materials	AIR, SC													2 per school/community Cohort 1, 2, 3 and 4 schools/communities total of 1357x2=2714 activities. Agendas and Reading materials	On-Going	
67	Sub-Result 3.2: Implement out-of-school reading activities																
68	Extracurricular activities to promote reading/ Reading Camp	SC														Not planned this quarter	
69	Conduct training for DDs on planning and delivery of extracurricular reading activities on Reading Camp (with IR 1.3)	SC													1357 DDs will be trained. Agenda of the training and training materials.	Accomplished	Reading camps for mentors in Q1 in Issik – Kul 163 participants attended, Naryn – 105 participants and Chui - 92 participants. Total 360 mentors were trained
70	Conduct extracurricular activities at school level	SC													Total: about 2,714 events (2 events in each target schools).	On-Going	Out-of school activities are going in all regions
71	Print and disseminate Reading Camp Curriculum and supplementary reading materials	SC, AIR													3000 LB Reading Camp Curriculum print and disseminate to 1357 Project Target schools. Act of acceptance	Accomplished	Reading camp curriculum disseminated to all target schools
72	Support target schools to plan and deliver reading camps for primary grades	SC													Reading Camp Curriculum Trainings materials	On-Going	Reading camps are going in Cohort 1-2, in Cohort 3 are starting in Q2.
73	Conduct monitoring and evaluation of Target School Reading Camps	SC													Monitoring Tools	On-Going	
74	Deliverable: LB Reading Camp Curriculum and materials adapted and incorporated	SC													Reading Camp Curriculum is finalized	Accomplished	
75	JumpStart	SC														Accomplished	

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept			
76	Deliverable: JumpStart Program and Learning materials incorporated into Grade 1 preparation program	SC														Accomplished	Shared with World Bank Global Partnership for Education and incorporated into their kindergarten program
77	Intermediate Result 4: Increased government support to improve reading																
78	Sub-Result 4.1: Increase dialogue about the existing environment for reading acquisition																
79	Hold policy workshops best practices/policy	AIR													Agenda, Minutes	Not planned this quarter	May be delayed due to bilateral issues
80	Hold quarterly meetings at National, Regional and District levels	AIR, SC													Minutes	Not planned this quarter	Held National Reading Committee meeting to share EGRA mid-line results
81	Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR													Districts, schools Cohort 2 - about 459 schools; Cohort 3 - about 294 schools; Cohort 4- about 125 schools receive a fact sheet on results	Not planned this quarter	
82	Sub-Result 4.2: Increase capacity to use reading assessment results																
83	Develop capacity building plan (national assessment centers)	AIR, NTC													Completed	Not planned this quarter	
84	Organize capacity building workshops	AIR, NTC													Build capacity of 25 specialist	Accomplished	NTC capacity building workshop conducted in 23-27 of December
85	Present findings on reading assessments to Reading Assessment Committee and NGOs and research institutions	AIR, NTC													A workshop to present findings is conducted	Accomplished	EGRA results were presented on National Reading committee meeting on 27 of December
86	Analyze and submit recommendations to MOES	AIR, NTC													Recommendations provided to MOES	Accomplished	Reports with recommendations submitted to MOES
87	Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform																
88	Work through NSC-R to link components of the project directly to policy initiatives that are identified in country education strategy	AIR, SC, MOES, MOC													Minutes of the NSC-R. Total 5 (1 per Quarter) NSC-R meetings	Not planned this quarter	

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept			
89	Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR, SC														On-Going	
90	Develop a strategic plan to scale-up successful project interventions, including major challenges	AIR													Strategic Plan created with MOES	Not planned this quarter	
91	Monitoring & Evaluation																
92	Finalize PMEP	AIR													PMEP 2015 developed and finalized	Accomplished	Updated Annually as necessary
93	Deliverable: Quarterly Performance Reports	AIR													Quarterly Performance Reports submitted to USAID	Accomplished	
94	Participant Training Reports	AIR, SC													TraiNet is updated quarterly	Accomplished	
95	Deliverable: Annual Performance Reports	AIR													Annual Reports submitted to USAID	Accomplished	

V. Coordination with host governments, donors and implementing partners

Table 6. Key Meetings with USAID and Partners

Date / Location	Attendees	Subject	Follow-up / Notes
02 November Osh	USAID QRP M&E Project Manager Salule Khamzina Head of Osh Institute for professional training (OIU) Mr. Muratov	To discuss the partnership in the teachers' certification issue. As a result of the meeting an Agreement has been signed.	According to the agreement, the following documents needed to be submitted by Osh province teachers for the certification: one lesson plan, filled KAO journal and 130 KGS (certificates service fee from OIU)
27 November Cholpon-Ata, Issik Kul	Methodologists Issyk-Kul district department of education Directors of 14 Target schools	Memorandum on cooperation between USAID & Ministry of Education, Activities and expected outcomes of QRP, EGRA results of Annual Plan of QRP, Administrative support	Zone and regular meetings are planned every month. It is a joint plan with the DED of Issyk-Kul district
27 November Bishkek	MOES, National Reading Committee, NTC, DED, library representative	"Dissemination of results of midline assessment". Certificates were provided	
02 December Osh	Visit of Michael Greene, USAID Mission Director in Kyrgyzstan to Osh., COP, Education Program Manager	Introduction with USAID QRP	
03 December	COP, Education Program Manager, Head of Osh Institute for professional training (OIU) Mr. Muratov.	Teacher Certification	
11 December Batken	DED, Deputy State Administration, USAID QRP PM Kunnura Raiymbekova	Summary meeting to discuss strategic cooperation and programme related issues certification	
16 December Osh	US Ambassador Mrs. S. Gwaltney, visited school named after A. Navoi in Aravan district	Introduction with USAID QRP	
17 December, Talas	Deputy oblast representative, heads of DED, HMU, USAID QRP Regional Team	Review of the implementation of project activities and results achieved in the second year of implementation: develop a common vision of the goals and objectives of the project, an analysis of current problems and the development of joint plans awarding certificates	
23 December, Bishkek	USAID CAR Mission Director George Deikun, USAID QRP COP, Program Manager and Regional M&E Manager		

VI. Challenges and Lessons Learned

Challenges come in all shapes and sizes, from logistical challenges, trying to monitor the in- and out-of-school activities of over 1,200 schools, to getting teacher to “buy-in” to the IST program and participate on methodological session days. One of the lessons learned this year is that it is important to incorporate the MOES Regional and District structures into the project mentoring and monitoring structure. By working through the monthly and quarterly Regional and District meetings the project is slowly getting these stakeholders to take ownership.

Due to the large number of schools, the project has learned that it easy to group neighboring schools to learn and share from each other. The challenge is bringing the leadership on board to make this happen with little or no cost.

A major challenge of not having books in the schools and libraries hinder some of the project’s efforts. USAID continues to ask the project to not purchase books for the libraries as planned and have books to be purchased by USAID GGPAS program on hold. There is concern that the books to be purchased under USAID GGPAS will be cancelled and by the time the USAID Quality Reading Project receives authorization to purchase books for the libraries the main part of the program activities will be complete.

All USAID projects are told to limit Value Added Tax (VAT) expenses, but keep our office doors open. The project has found vendors who do not have to pay VAT, thus we have been able to conduct our trainings, print modules, and purchase stationary.

VII. Summary of Administrative, Operational and Staffing Issues

Administrative

- The lack of a bi-lateral between the governments of the Kyrgyz Republic and the United States of America has created administrative challenges. USAID has requested limited VAT payment, so the project has had to find new vendors for daily office supplies. Instead of purchasing supplies from one vendor the project now has a variety of contracts with smaller vendors who provide limited supplies.

Operations

- Tenders were launched for printing of Parents' Program, Catering Service for Cohort 4 trainings, and for Printing and Transportation.
- Procurement of the Asus Nexus 7 (2013) tablets are under negotiations. Tablets for piloting have been shipped to Tajikistan from AIR in Washington, DC.

Project Staffing

- Education Project Manager, Chinara Djumagulova resigned to join UNICEF, open recruitment was held and Kunnara Raiymbekova was hired as her replacement.
- Recruitment for the following positions were in process: Vehicle for Batken; Community Mobilizer, Batkan; Logistics/Admin Assistant, Osh
- Communications Coordinator will be hired next quarter.

Table 7. Travel Completed this quarter

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Snezhanna Ishchuk	Bishkek, KG and Dushanbe, TJ	3-10 October 2015 and 10-17 October 2015	Finance Training (costs covered by AIR headquarters)
Safina Zoiri	Bishkek, KG	4-11 October 2015	Regional financial management and training
Barbara Greenwood, COP	Dushanbe, TJ	08-13 November 2015	Meetings with USAID QRP and USAID
Amy Todd	Bishkek, KG	16-25 November 2015	Work with M&E staff of TJ and KG
Aminov Suhrob	Bishkek, KG	15-28 November 2015	Work with M&E team, participate in NTC Capacity Workshop, and KG EGRA dissemination workshop
Kathryn Fleming, DCOP	Bishkek, KG	18-21 November 2015	Participate in M&E team meetings
Todd Drummond	Bishkek, KG and Dushanbe, TJ	22-28 November 2015 28 November – 04 December 2015	Facilitate NTC Capacity Building Workshop Facilitate grade 3 EGRA tool development Workshop
Adiba Kosimova, Database Coordinator, QRP	Bishkek, KG	22-28 November 2015	Participate in NTC Capacity Building Workshop

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Tajik NTC Representatives: <ul style="list-style-type: none"> • Azimov Zhamshed, Head of test development department • Evazov Khisrav, Lead specialist of IT dept • Mirzaminov Khairullo, Head of planning, monitoring and research • Nazarov Rustamjon, Head of IT dep-t • Yuldoshev Abduvosid, Assistant of the NCT Director 	Bishkek, KG	22-28 November 2015	Participate in NTC Capacity Building Workshop
Saule Khamzina Shamshidinova B. Head of Methodological department, NTC Mayrikeeva G, Primary Grade Specialist, NTC	Dushanbe, TJ	29 November – 04 December 2015	Participate in grade 3 EGRA tool development workshop
Barbara Greenwood, COP	Dushanbe, TJ	17-20 December 2015	Meetings with USAID and MOES

VIII. Planned Activities for the Next Quarter (January 2016-March 2016)

OVERALL GOAL: READING LEVELS INCREASED AMONG GRADES 1-4 STUDENTS

Intermediate Result 1: Improved reading instruction in grades 1-4

Sub Result 1.2: Design in-service training (IST)

1. Arrange preparations for in-service training for teachers/educators/teaching assistants from schools for blind students in Bishkek and Osh city.

Sub Result 1.3: Conduct in-service trainings for teachers and other educators

1. Conducting Cohort 3 (1 day mentoring) and Cohort 4 in Bishkek, Chui oblast, and Jalal Abad (5-days and 1-day mentoring) from January 11-23, 2015.
2. Continuation of providing mentoring support to the teachers of Cohort 1 and 2 to sharpen knowledge and skills on early grade reading instruction.
3. Certification of the teachers Cohort 1 and 2.
4. Process of verification of the remaining teachers' portfolios for certification from KAE and TTIs.

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

1. Mentoring and monitoring visits to schools according to the schedule (monitoring of lessons, Methodological Associations meetings and Book Corners).
2. Implement the portfolio system at schools to assess teachers' professional competence.
3. Participate on monthly regional education departments' meetings to strengthen mentoring/coaching support on the schools basis.
4. Collection of documentation for certification.

Sub Result 1.5: Implement classroom-based reading diagnostics; administer national, standardized reading assessments

1. Preparation for EGRA and conduct in April 2016
2. Hire consultants to develop Formative Assessment video package

Intermediate Result 2: Increased availability of reading materials

Sub Result 2.2: Ensure a mix of reading materials are used by schools and communities

1. Organization of the Book Corners in every classrooms will continue.
2. Continue to establish the Primary Grade Corners in every school library
3. Brainstorming and discussion with school administration of mobile libraries and mobile theaters.
4. Planning mobile theaters and mobile libraries for March – April 2016.

Intermediate Result 3: Increased out-of-school reading time

Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success

1. Planning of awareness campaign on TV and radio to promote family reading.
2. Family reading activity will start in February 2016.

Sub-Result 3.2: Implement out-of-school reading activities

1. Continue implementation of Reading Camps in all oblasts in January during school vacation.
2. Preparation of participants list for Parents' Program
3. Trainings for librarians in February 2015
4. 1-day training for 1,437 librarians, 60 trainers.

Intermediate Result 4: Increased government support to improve reading

Sub Result 4.1: Increase dialogue about the existing environment for reading

1. Regional and District Level Meetings continue monthly and quarterly

Sub Result 4.2: Increase capacity to use reading assessment results

1. EGRA impact report submission and presentation to MOES

Sub Result 4.3: Strengthen the enabling environment to support improved reading instruction reform

1. MOES Collegium will approve Standards
2. Project will continue to partner with GPE in activities

Table 8. Travel Planned for Next Quarter

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Barbara Greenwood	Dushanbe, TJ	TBD	USAID, MOES and USAID QRP partner meeting
Ada Muoneke	Bishkek	08 – 25 March, 2016	Conduct TA and Training for the School for the Blind teachers in Bishkek and Osh
Jerry Mindes	Bishkek	March 2016	TA and Training for the School for the Blind teachers
Kunnura Raiymbekova	Dushanbe, TJ	Quarterly	USAID/QRP meetings
Sherali Saidoshurov	Bishkek, KG	Quarterly	USAID/QRP meetings
Saule Khamzina	Dushanbe, TJ	Late February TBD	Pilot testing EGRA on tablets
Suhrob Aminov and 1 M&E Coordinator	Bishkek, KG	March TBD	Pilot testing EGRA in KG

IX. Progress against Performance Monitoring and Evaluation Plan

Table 10. Performance Monitoring and Evaluation Reporting Table

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	% of achievement	Score	Comments
1	Percentage change in proportion of students in program schools who read proficiently according to national standards	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	34.52%	20% percent increase	n/a		n/a	Midterm is in April'16
2*	Proportion of students in intervention schools who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	34.25%	50%	n/a		n/a	Midterm is in April'16
Intermediate Result 1: Improved reading instruction in grades 1-4										
3	Percent of teachers/educators gaining knowledge of primary grade reading instruction from training	gender, cohort, region	sample-based knowledge pre and post test	at the beginning and end of each training	-	85%	n/a		n/a	Cohort 2 data will be ready the next quarter Cohort 1 data reported in October 2015
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	gender, region, language	sample-based classroom observation tool	yearly	26%	50%	n/a		n/a	Midterm is in April'16
5	Number of primary grade students taught by teachers who have received reading training	gender, grade	training roster, school database	annually	0	156,600 -118,000 (Cohort 2) -38,600 (remaining Cohort 1)	0	0		Cohort 1 students will be reported after completing certification of teachers Cohort 1
6	Number of schools getting support	region, type of support (training, material)	activity roster, school database	according to training schedule	0	1,357 (C1, C2, C3, C4 schools)	1,276 (C1, C2, C3 schools)	94%		Cohort 4 is starting in January'16

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	% of achievement	Score	Comments
7	Number of in-service training packages developed and approved by MOE	type	training package, approval document	annually	n/a	0				Achieved in in PY 1
8*	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support <ul style="list-style-type: none"> Trainers, MOE/ITTI/DED officials Mentors (Deputy principal, methodologist, advanced teacher) Primary grade teachers (except mentors) 	gender, region, cohort, level of training	training rosters	according to training schedule	n/a	6,316 - 5,230 (C2 & C3): 1,350 mentors; 3,880 teachers -1086 (remaining from C 1)	0	0		Cohort 1 teachers remaining from PY 2 are completing certification process in Q2 (with C2)
9	Number of teachers/other educators receiving in-service training in reading.	Note: We propose eliminating this indicator moving forward. It is duplicative of indicator 8. Our original thinking was the capture those who get a certificate and can demonstrate successful completion through a final test with indicator 8, where indicator 9 would just mark full attendance. Because the certification system differs by country, and the test is captured in a separate indicator, we do not think indicator 9 adds any new information. The following indicators will keep their original numbering for consistency in reporting.								
10	Number of in-service training materials distributed to teachers/other educators.	type, # of copies	part of training roster	according to training schedule	0	575 (Cohort 4)	0		n/a	Not this quarter
11	Number of mentoring guides distributed to mentors	type, # of copies	material distribution records	according to training schedule	0	300 (Cohort 4)	0		n/a	Not this quarter
12	Percent of teachers using results of classroom-based reading assessment	gender, school language	sample-based teacher and student questionnaire	baseline midterm C1, midterm C 2&3, endline	28%	45%			n/a	Midterm is in April'16

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	% of achievement	Score	Comments
Intermediate Result 2: Increased availability of reading materials										
13	Percentage of schools and communities with adequate number of grade-level-appropriate supplementary reading materials	region, school, communities, language	Sample-based teacher, librarian and parent questionnaire	baseline midterm C1, midterm C 2&3, endline	15%	25%	n/a		n/a	Midterm is in April'16
14	Number of supplementary reading materials for grade 1-4 students distributed to schools and communities\ libraries	Type,# of copies	material distribution roster	annually	0	350,000 -150, 000 -200,000 (remaining from 2015)	300			USAID has requested us not to purchase
Intermediate Result 3: Increased out-of-school reading time										
15	Percent of parents whose attitudes towards reading have changed	region, gender, language	sample-based parent questionnaire, KAP section	baseline midterm C1, midterm C 2&3, endline	-	6%	n/a		n/a	Midterm is in April'16
16	Percent of primary grade students participating in QRP out-of-school reading activities	gender, language, grade	activity roster	by schedule of activities	0	50%	1% (3,100)			Reading camps are going, as well as JumpStart program. Will be reported after completing.
17	Percent of parents/other adults reading non-textbook materials to students at home	region, gender	sample-based parent questionnaire	baseline midterm C1, midterm C 2&3, endline	84%	84%	n/a		n/a	Midterm is in April'16
18	Percent of primary grade students participating in at-home reading program	region, gender, language	sample-based parent questionnaire	baseline midterm C1, midterm C 2&3, endline	90%	90%	n/a		n/a	Midterm is in April'16
19	Number of out-of school reading activities	Region, school	activity roster	by schedule of activities	0	1,902 -1,438 -464 – remaining from 2015	290 (131 RC, 11 RB)	15%		Osh: 16 (55 RC). CH:27 (21 RC) Talas: 7 (2) JA: 69 (48) BA: 18 (5 RC, Reading Buddies)

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	% of achievement	Score	Comments
20	Number of teachers, other educators and community members (including parents) trained and equipped to implement out-of-school reading activities	Region, gender, language	training activity roster	by schedule of activities/trainings	0	5,804 (5 per school/ community) -3,795 -2,009 from 2015	363 (RC training)	6%		Osh:5 IK:152 Naryn:114 CH:92
Intermediate Result 4: Increased government support to improve reading										
21*	Number of standardized reading assessments supported by USG	Cohort, Project Year	EGRA	yearly	0	1	Not this quarter		n/a	In April 2016
22	Number of administrators and officials successfully trained on using reading assessment results	gender, institutions	EGRA dissemination workshop roster	by workshop schedule	0	0	20			27 Nov – Round Table for dissemination assessment results
23*	Number of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs or increase equitable access.	n/a	government documents	Annually	0	0			n/a	Achieved in PY 1

X. Success Story

SUCCESS STORY

Celebration of the National Book Day December 8-11, 2015

National Book Day was celebrated in all five districts and two towns of Issyk-Kul with support from the USAID Quality Reading Project. Governor of Issyk-Kul, Emilbek Kaptagaev, supported the idea of having literature contests in every district and town in the region and provided the support of local district and town administrations for this grand celebration of Kyrgyz literature devoted to the birthday of Ch. Aitmatov and 100th anniversary of poet A. Osmonov.

The goal of these activities was to promote reading among young learners from the USAID Quality Reading Project schools in Issyk-Kul and to create local community awareness of the importance of reading.

Vice-akim of the Issyk-Kul District, Danir Imanaliev, commented the following: “USAID’s Quality Reading Project is awakening the communities, reminding us of the importance of reading. I thought I had read all of the books by Aitmatov and forgot what I read last time. It turns out to be when you read his works again; you get different understanding and ideas. Thanks to the activities of this project, children are learning a lot about books and they are motivated to read. It is good for their outlook. If we want to interest our children to read, we have to read ourselves and stimulate children to read by being models for them”.



National Book Day Celebration, Issik Kul Theater

Over 2,730 primary school students, 128 schools, 14 ayil okmotus, two mayors’ offices, five district administrations, seven education departments, seven district and town libraries, four Culture Centers, one Drama theatre, one tax agency, one district electrical net, one child protection center, one labor migration center, one family doctor center, teachers and parents, and five mass media representatives: Regional Teleradio corporation “Ysyk-Kol TV”, Zamana studio, newspapers “Ysyk-Kol kabarlary” and “Vesti Issyk-Kulya”, Zaman Kyrgyzstan, Aki-Press Issyk-Kul were involved in these celebrations.

The USAID Quality Reading Project Chief of Party, Barbara Greenwood, and Regional Monitoring and Evaluation Manager, Saule Khamzina, joined the celebrations in Tup district and Karakol town. Ms. Greenwood stated that reading awareness is everyone’s responsibility, and thanked the many partners who helped make these events happen. The success of the National Literacy Day celebration was highlighted in the programs of local TV and newspapers.

XI. Attachments

Attachment A:

National Steering Committee on Reading

EGRA Mid-term Results

Date: November 27, 2015

Venue: Bishkek, MOES

Time	Activity
9.00-9.30	Registration of Participants
9.30-9.45	Opening and welcoming speech from: <ul style="list-style-type: none">- <i>Ashimbaeva T.A., Deputy Minister</i>- <i>Barbara Greenwood, COP, USAID QRP</i>
9.45 -11.00	Presentation of Early Grade Reading Assessment (EGRA) midline Data in Kyrgyzstan: <ul style="list-style-type: none">- <i>Todd Drummond, PhD., Senior Researcher, AIR</i>- <i>Ms. Baktygul Shamshidinova, Head of department on methodology and technology, NTC MoES KR</i> Questions-Answers
11.00-11.30	Tea break
11.30 -12.30	Presentation of the Project midterm results <i>Ms. Saule Khamzina, Regional M&E Manager, USAID QRP</i> Questions-Answers
12.30-13.30	Ceremony of delivering the Certificates from KAE to Talas, Jalalabad and Chui\Bishkek regions <i>Mamytov A.M, President of KAE</i> <i>Barbara Greenwood, USAID QRP, COP</i>
13.30-14.30	Lunch
14.30 -15.10	Success stories: <ul style="list-style-type: none">- Jalalabad: school based IST- Talas: mentoring work on district and school levels- Chui: reading camp activity <i>Bekaim Torogeldieva, USAID QRP</i>
15.10-15.30	Ceremony of delivering the Letters of appreciation to main partners of the Project
15.30 -16.00	Plans of the Project on 2016-2017 Closing
16.00-16.30	Tea break

U.S. Agency for International Development
1300 Pennsylvania Avenue, NW
Washington, DC 20523
Tel: (202) 712-0000
Fax: (202) 216-3524
www.usaid.gov